



IB/IR393: LEADING ACROSS CULTURES: PRINCIPLES AND PRACTICE
IES Abroad Madrid

DESCRIPTION:

The rising field of global leadership studies identifies the cultural context as one of the important dimensions in analyzing leadership styles and how leaders meet ethical challenges, negotiate conflict, manage social dynamics through communication and team-building, and bring about change in a global environment. This course evaluates current theoretical models of leadership and leadership characteristics in the context of the local culture and also identifies commonalities of leadership that are recognized across cultures. It uses experiential techniques to build students' personal leadership competencies and provide them with a 'toolbox' for thinking about and developing their potential as leaders, including the important habit of self-reflection. Reading is drawn from multiple sources that reflect the interdisciplinary nature of global leadership studies, including history, literature, and organizational theory.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

INSTRUCTOR: Instructor Name

PREREQUISITES: None

ADDITIONAL COST: None

METHOD OF PRESENTATION:

This course is run as a seminar with active discussion of readings, integration of students' past and present experiences, and case studies. Experiential techniques such as simulations and roleplays explore group dynamics, communication strategies, cultural sensitivity, and negotiating. Guest lecturers from various professional backgrounds may be invited (depending on availability) to offer diverse perspectives on leadership across cultures.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Participation - 10%
- Mid-term paper - 20%
- Personal development journal - 25%
- Group project and presentation - 20%
- Final essay - 25%

Course Element

- **Personal Development Journal:** Self-reflection is essential to developing one's understanding of leadership along with the skills required for mastering complex situations. Entries are directed assignments that require students to reflect on class discussions and readings. Each entry of 300-400 words should be posted on Moodle by the deadline.
- **Group Project:** This project offers students the opportunity to work in a small group and experience the pressures (and joys) of team working. The topic is decided by the students themselves, based on seminar content and their own personal interests. Students are required to identify a leadership case study in a particular sector (e.g. politics, business, the arts) to examine and present to their class.
- **Final Essay:** Each student writes an individual essay, drawing on theoretical models and cross-cultural issues that were presented during the course. Additional research may be required. 2000 words (+/-10%), double-spaced.

LEARNING OUTCOMES:

By the end of the course, students will be able to:

- Analyze the complexities of leading across cultures in terms of multidisciplinary and theoretical frameworks.

- Demonstrate knowledge and understanding of the moral and ethical responsibilities of leaders in a global environment.
- Evaluate the social dynamics of leadership and importance of building relationships in multiple cultural contexts.
- Observe and identify leadership and communication styles that are culture-specific and styles that are common across cultures.
- Describe techniques to meet the challenges of leading, managing, and negotiating across cultures.
- Analyze one's personal leadership style in terms of culturally-determined values, beliefs, and practices; identify strengths and weaknesses and describe a personal development plan.
- Demonstrate knowledge and skills required to work on cross-cultural and virtual teams.

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is mandatory for all IES Madrid classes, including course-related excursions. Absences will only be excused in cases of documented medical or family emergencies. You are allowed a maximum of one unexcused absence for once-a-week courses and two unexcused absences for twice-a-week courses. Each additional unexcused absence will result in a deduction of 3 percentage points from your final grade and/or disciplinary action. Accumulating 7 or more unexcused absences in twice-a-week courses, or 4 or more in once-a-week courses, may result in a failing grade for the course.

Late or missed submission of assessed work: any assessed work, including exams, tests, and presentations, will be rescheduled only if the absence is justified; otherwise, it will be graded as zero.

Punctuality is critical: three instances of being over 10 minutes late will be counted as one absence and being more than 15 minutes late will also count as one absence.

On museum days, students must arrive exactly at the scheduled entrance time. If a student arrives late, they are responsible for entering the museum independently by presenting their student ID and passport to verify their identity as a student at the entrance and purchasing their own ticket. Once inside, they must consult the syllabus to identify their assigned class and locate their group. Students are expected to take responsibility for locating the class, this includes reviewing the syllabus, Moodle and class information, and considering having alternative means of contact. In such cases, the student will be marked as late. Failure to join their group after arriving late will be recorded as an absence.

For more information, please refer to the full Attendance and Punctuality Policy document.

CONTENT:

Choose an item	Content	Assignments
Week 1	Introduction to Leading across Cultures Introduction exploring how different people define leadership; characteristics that 'good' leaders possess; values-based leadership and the notion of leading across cultures. The scope of this course. Assessment plan.	• Mendenhall et al. Global Leadership: Research, Practice, Development. New York, NY: Routledge, 2008. Pp.1-17
Week 2	Theories of Leadership The evolution of theoretical views of leadership: as a set of traits; as behaviour; as styles. Followership and the servant-leader. How are values connected to leadership? Are leaders born or made?	Pendleton, David & Furnham, Adrian, Leadership: All You Need to Know. Basingstoke: Palgrave MacMilan, 2012

Choose an item	Content	Assignments
Week 3	Personal orientations I Hands-on leadership experience: group challenge and self-reflection on performance in task	Goleman, Daniel. "What makes a Leader?" in Harvard Business Review, Jun 07, 2010. 12546-PDF-ENG.
Week 4	Personal orientations II Leadership and personality; trying out a range of self-assessment tools for measuring personal orientations to leadership and team work, such as Belbin, MBTI and MacLellan on motivation.	Northouse P. Leadership. Theory and Practice. Thousand Oaks CA: Sage Publications
Week 5	What is Culture? Defining culture with metaphors and models. Levels of cultural diversity within a national 'culture': gender, age, religion, ethnicity, etc. How global leaders need to deal with increasing cultural complexity. Case studies. Reconciling dilemmas in business.	Meyer, Erin. The Culture Map: Decoding how people think, lead, and get things done across cultures (pp.115-142). NY: Public Affairs, 2015. Hofstede, Geert, Hofstede, Gert Jan, and Minkov. Michael, Cultures and Organizations: Software of the Mind, 3rd edition. McGraw-Hill, 2010.
Week 6	Cross-cultural Challenges Issues faced by leaders in international roles and multicultural contexts. Decision-making processes across cultures. Ethical aspects and dilemmas. Defining intercultural competence.	Thomas, D.C. & Inkson, K. Cultural intelligence: living and working globally, second edition, 2009.
Week 7	Mid-Term Break	Short essay on course content from sessions 1-6, due by Mon
Week 8	Communication Styles How readiness, communication style and cultural norms and expectations can impact on effective performance in intercultural settings. Case study.	Gundling, Ernest, Terry Hogan & Karen Cvitkovich, What is Global Leadership? 10 Key Behaviors that Define Great Global Leaders. Nicholas Brealey, 2011.
Week 9	Working with Others Teamwork and virtual teams; Individualism/collectivism as cultural values and how they affect the way people work in teams. Towards becoming an authentic leader with intercultural and leadership competencies.	Brett, J., Behfar, K. & Kern, M.C. Managing Multicultural Teams. Harvard Business Review November 2006
Week 10	Conflict, Negotiation and Mediation Exploring team working, conflict resolution and communication issues relevant to the context of leading in a multicultural environment. How do leaders influence and persuade?	Trompenaars, F. & Voerman, E., ServantLeadership Acrossssss Cultures. Oxford: Infinite Ideas, 2009. Pp.45-74

Choose an item	Content	Assignments
Week 11	Diversity and Leadership What gender issues might affect the leadership of both men and women? What are the socioeconomic issues that might empower or disable a leader? What role does age play in different cultures and contexts?	Ibarra, Herminia, and Obodaru, Otilia. "Women and the Vision Thing," in Harvard Business Review, Jan 09, 2009. R0901EPDF-ENG
Week 12	Authentic Leadership How can we define authenticity in leadership? e.g. honesty, ethics, integrity, courage, selfawareness/EQ, passion, judgment. Tutorials for final group projects and presentations	George, William True North: Discover Your Authentic Leadership. New York: JosseyBass, 2007.
Week 13	Group Presentations Review of the semester's work	
Week 14	No class Final paper due by Mon	

COURSE-RELATED TRIPS:

- List of course-related trips. The terms "field studies" and "field trip" have been substituted by "course-related trips". All these references should be changed to "course-related trips"

REQUIRED READINGS:

- Mendenhall, Mark, Osland, Joyce, Bird, Allen, Oddou, Gary and Maznevski, Martha. Global Leadership: Research, Practice, Development. New York, NY: Routledge, 2008.

RECOMMENDED READINGS:

- Champy, James and Nitin Nohria. The Arc of Ambition: Defining the Leadership Journey. New York: Wiley, 2000.
- Daloz Parks, Sharon. Leadership Can be Taught. Boston: Harvard Business School Press, 2005.
- George, William. True North: Discover Your Authentic Leadership. New York: Jossey-Bass, 2007.
- George, William. Authentic Leadership: Rediscovering the Secrets to Creating Lasting Value. New York: Jossey-Bass, 2003.
- Gini, Al. "Business, Ethics, and Leadership in a Post Enron Era", Journal of Leadership & Organizational Studies, Summer 2004; vol. 11, 1: pp. 9-15.
- Goleman, Daniel. "What makes a Leader?" in Harvard Business Review, Jun 07, 2010. 12546-PDF-ENG.
- Heifetz, Ronald. Leadership Without Easy Answers. Cambridge: Belknap, 2003.
- Kellerman, Barbara, "What every leader needs to know about followers", Harvard Business Review, 2007 Dec;85(12):84-91, 145.
- Kotter, John P., "Leading Change", Harvard Business Review, Jan. 2007, Vol. 85 Issue 1, p.96-103.
- Pendleton, David & Furnham, Adrian, Leadership: All You Need to Know. Basingstoke: Palgrave MacMilan, 2012
- Rock, David. Quiet Leadership: Six Steps to Transforming Performance at Work. Collins, 2006.
- Welch, Jack. "Getting out of the Pile," from Jack: Straight from the Gut. New York: Warner Books, 2001, pp. 21-25.
- Brett, J., Behfar, K. & Kern, M.C. Managing Multicultural Teams. Harvard Business Review November 2006
- Chhokar, Jagdeep, Felix Brodbeck, and Robert House (Eds.). "Culture and Leadership in 25 Societies: Integration, Conclusions, and Future Directions," in Culture and Leadership Across the World: The Globe Book of In-depth Studies of 25 Societies. New York, NY: Lawrence Erlbaum Associates, 2007. Pp. 1023- 1082.
- Deardorff, D.K. (2006). "The Identification and Assessment of Intercultural Competence" Journal of Studies in International Education, Fall 2006 vol 10, no 3, p 241-266 5

- Ganon, Martin, and Pillai, Rajnandini. *Understanding Global Cultures: Metaphorical Journeys Through 29 Nations, Clusters of Nations, Continents, and Diversity*. Thousand Oaks, CA: SAGE, 2010.
- Hofstede, Geert, Hofstede, Gert Jan, and Minkov. Michael, *Cultures and Organizations: Software of the Mind*, 3rd edition. McGraw-Hill, 2010.
- Javidan, M., House, R. J., & Dorfman, P. W. "A non-technical summary of GLOBE findings," In R. J. House, P. J. Hanges, M. Javidan, P. W. Dorfman, & V. Gupta (Eds.), *Culture, leadership, and organizations: The study of 62 societies* (pp. 29-48). Thousand Oaks, CA: Sage, 2004.
- Lewis, Richard. *When Cultures collide: leading across cultures*. (3rd ed) Nicolas Brealey, London, 2006: Chapter 7.
- Meyer, Erin. *The Culture Map: Decoding how people think, lead, and get things done across cultures* (pp.115-142). NY: Public Affairs, 2015.
- Peterson, Brooks. *Cultural Intelligence: A Guide to Working with People from Other Cultures*. Intercultural Press, Yarmouth, ME. 2004.
- Schneider, S. C., & Barsoux, J-L. *Managing Across Cultures*, 2nd edition. London: FT Prentice Hall. 2003.
- Thomas, D.C. & Inkson, K. *Cultural intelligence: living and working globally*, second edition, 2009. [Books24x7 version] Available from <http://common.books24x7.com.libezproxy2.syr.edu/toc.aspx?bookid=31835>.
- Trompenaars, F., & Hampden-Turner, C. *Riding the Waves of Culture*. New York: McGraw Hill. 1998.
- Trompenaars, F. & Voerman, E., *Servant-Leadership Across Cultures*. Oxford: Infinite Ideas, 2009. Pp.45-74
- Ibarra, Herminia, and Obodaru, Otilia. "Women and the Vision Thing," in *Harvard Business Review*, Jan 09, 2009. R0901E-PDF-ENG
- Kellerman, Barbara and Rhode, Deborah I. (2007). *Women & Leadership: The State of Play and Strategies for Change*. San Francisco: Jossey-Bass, pp. 1-26.
- McIlwain, Charlton D. "Perceptions of Leadership and the Challenge of Obama's Blackness." *Journal of Black Studies*, 38: 64-74, 2007.
- Renn, Kristen A. And Brent L. Bilodea, "Leadership Identity Development Among Lesbian, Gay, Bisexual, and Transgender Student Leaders", *NASPA Journal*, Vol. 42, no.3, 2004, 342-367.
- Gratton, Lynda, Voigt, Andreas, Erickson, Tamara. "Bridging Faultlines in Diverse Teams," in *Sloan Management Review*, Jul 01, 2007. SMR250-PDF-ENG
- Gundling, Ernest, Terry Hogan & Karen Cvitkovich, *What is Global Leadership? 10 Key Behaviors that Define Great Global Leaders*. Nicholas Brealey, 2011.
- Heifetz, R., Grashow, A., & Linsky, M. *The Practice of Adaptive Leadership*. Boston: Harvard Business School Publishing. 2009.
- "In Search of Global Leaders," *Harvard Business Review*. February, 2003. Pp 38-45.
- Kolb, D. *Communication Skills for Leaders*. Boulder: Incite Learning publications. 2009.
- Kolb, D. "Leadership Skills: Handling Resistance and Conflict." Boulder: Incite Learning publications. 2009. Pp 1-8.
- McKergow, M., & Clarke, J. "Introducing Solutions Focus Working" in McKergow et al. *Solutions Focus Working*. Cheltenham: Solutions Books. 2007. Pp. 1-11.
- Northouse P. *Leadership. Theory and Practice*. Thousand Oaks CA: Sage Publications.
- Adler, Nancy and Gundersen, Allison. *International Dimensions of Organizational Behavior* (5th ed.). Cincinnati, OH: South-Western, 2008.
- De Janasz, S. C., Dowd, K. O., & Schnieder, B. Z. *Interpersonal Skills in Organizations*, 2nd edition. New York: McGraw Hill. 2002. Pp. 200-211 6
- Paarlberg, Laurie E.; Lavigna, Bob. "Transformational Leadership and Public Service Motivation: Driving Individual and Organizational Performance". *Public Administration Review*, Sep/Oct 2010, Vol. 70 Issue 5, p710-718.
- Antonakis J. "Leadership: What is it and how it is implicated in strategic change?" *International Journal of Management Cases*, 8(4), 4-20, 2006.
- Meeting the Challenge of Global Leadership: The Kai Bendix Story. *WorldWork*, 2010.
- Muratbekova-Touron Maral, "Permanence and Change: Case Study of Changes in Organizational Culture at a Multinational Company," *Journal of Change Management*, vol. 5, N° 2, 207-219, June 2005.
- Paine, Lynn Sharp (2006). "Sealed Air Taiwan (A) (Abridged)," *Harvard Business School Case # 9-305-094*.
- Van Dissel, Bart J (2004). *Martha McCaskey*. *Harvard Business Case #9-403-114*

INSTRUCTOR BIOGRAPHY:



Brief biography of the faculty.